



Exceptional Education at the Heart of the Community

Pupil Premium Strategy Statement:

1. Summary information					
School	Oasis academy New Oak				
Academic Year	2018-19	Total PP budget	£98,000	Date of most recent PP Review	September 18
Total number of pupils	219	Number of pupils eligible for PP	63 (34%)	Date for next internal review of this strategy (termly)	
2. Review of expenditure					
Previous Academic Year	2017/2018				
i. Quality of teaching for all					
Desired outcome	Chosen action/approach	Impact:	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost	
Improved reading outcomes by the end of KS2	Reading Strategy Pixl interventions Action tutoring	PP students' scores improved from 39% in 2017 to 63% in 2018. Two students (7%) achieved Greater Depth in 2018 where none had reached that standard in 2017	The Reading strategy is working and gaps are closing. Pixl interventions are highly effective but we also need to be flexible and change the make-up of the groups as needed.	£3,348 Pixl membership £3,000 Action Tutoring £20,823 TA time	
Improve reading across Academy	Reading strategy Dedicated reading time CPD for teachers Use of QLAs to identify gaps	Year 1 – 77% compared to 76% all Year 2 – 60% compared to 68% all Year 3 – 77% compared to 60% all Year 4 – 27% compared to 58% all Year 5 – 14% compared to 45% all	Year 4 has the highest percentage of PP students (55%) and the highest number of SEN who are PP (35%). Strategies must be tailored to address both barriers.	£1,000 £1,000	
Improved scores in GPS	Dedicated teaching time in all classes CPD to deepen teachers' knowledge and understanding	At 50% secure, students in Year 6 did not make enough progress and did not attain sufficiently close to the national average.	Spelling remains a key area for improvement and will continue to be addressed.	£1,000	

ii. Targeted support

Desired outcome	Chosen action/approach	Impact: Did you meet the success criteria? Include impact on pupils not eligible for PP, if appropriate.	Lessons learned Will the strategy continue, be enhanced or be cancelled as a result of your evaluation?	Cost
Year 6 reading, writing and maths targets are reached	Pixl membership and resources Booster groups TA support Action tutoring	PP students were almost in line with national average 63% (NA 64%) for the combined score.	SATS camp did not happen but the money was used to target support across two terms through one to two tutoring. This was deemed more impactful than SATs camp	£3,438 £20,824 £3,000
Improvements for PP students in test scores in all years	TA support in all classes Booster groups and a range of interventions	<p><u>Reading</u> Year 1 – 77% compared to 75% non PP Year 2 – 60% compared to 69% non PP Year 3 – 77% compared to 47% non PP Year 4 – 27% compared to 75% non PP</p> <p><u>Maths</u> Year 1 – 77% compared to 75% non PP Year 2 – 80% compared to 59% non PP Year 3 – 89% compared to 59% non PP Year 4 – 55% compared to 80% non PP</p>	<p>Numbers of PP students vary considerably from one class to another as do the number of SEND students and we need to target support more carefully next year as we will have reduced staffing.</p> <p>Year 5 completed the Year 6 SATs paper and although there was some positive scores in Reading but Maths was very poor which highlighted specific gaps and misconceptions to address in Year 6.</p>	£25,299

3. Prior Year attainment

Attainment for: 2017-2018 (pupils) Whole school	<i>Pupils eligible for PP (your school)</i>	<i>Pupils not eligible for PP (your school/national Y6)</i>
% achieving expected standard or above in reading, writing and maths Y6	56%	33%
% achieving expected standard or above in reading Y6	63%	58%
% achieving expected standard or above in writing Y6	81%	58%
% achieving expected standard or above in maths Y6	75%	42%
% achieving expected standard or above in reading, writing and maths Y2	70%	75%
% achieving expected standard or above in reading Y2	60%	69%
% achieving expected standard or above in writing Y2	60%	69%

% achieving expected standard or above in maths Y2	80%	69%
% achieving expected standard or above in phonics Y1	69%	70%
% achieving expected standard or above in GLD	70%	74%

4. Barriers to future attainment (for pupils eligible for PP, including high ability) Please refer to the EEF documents Teaching and Learning Toolkit, Families of schools database and Evaluation Tool and also the Pupil Premium Awards website

In-school barriers

A.	A significant number of PP students also have SEND 22/63 students (35%)
B.	A small but significant numbers of students need to develop more resilience and perseverance
C.	Previous underachievement remains a barrier and learning needs accelerating to address this

External barriers

D.	Children entitled to Pupil Premium enter the academy with limited life experiences. This results in: <ul style="list-style-type: none"> Poor language on entry Poor vocabulary Poor literacy skills in the home
E.	Children entitled to Pupil Premium have low ambition and aspiration

5. Desired outcomes

	<i>Desired outcomes and how they will be measured</i>	<i>Success criteria</i>
A.	Provide a range of opportunities, trips, sporting events and visits to broaden the life experiences of children across the Academy: <ul style="list-style-type: none"> Set up a calendar of experiences, trips and visits by way of entitlement to all Make the cost of trips and visits more affordable 	<ul style="list-style-type: none"> Children take part in a variety of activities and develop a deeper understanding of the world around them Their range of vocabulary increases Their reading and writing scores increase over time
B.	Improve the language skills and vocabulary of children from Reception through to Year 6 by providing a range of interventions	<ul style="list-style-type: none"> Achievement in Reading and GPS improve in all year group Outcomes and progress for PP students improve Gap between PP and non-PP in all years is reduced GLD remains above national for PP as well as non-PP students PP students develop the confidence to speak in full sentences
C.	Provide children with structured activities at lunchtime	<ul style="list-style-type: none"> Number of incidents (red cards) remains low Children are safely included in school Orderly and calm environment at all times Social and emotional behaviours are developed School provides a calm and safe environment in which children can thrive

D	<p>Significantly improve skills in Reading and GPS and deepen learning so children are ready for the next stage through:</p> <ul style="list-style-type: none"> • Ongoing review of programmes of study, • monitoring the quality of teaching • appropriate interventions • Identify and target early so that accelerated progress can be made • Track at each assessment point 	<ul style="list-style-type: none"> • Standards of reading are in line with national averages for all • Standards for GPS are in line with national averages for all • Progress is above NA • A significant number achieve greater depth
----------	--	---

6. Planned expenditure

Academic year	2018/19
----------------------	----------------

The three headings below enable schools to demonstrate how they are using the pupil premium to improve classroom pedagogy, provide targeted support and support whole school strategies.

i Quality of teaching for all

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Improve disadvantaged progress and attainment in Reading by the end of KS2	Pixl interventions for targeted students informed by formative assessment of students	Evidence that Pixl has worked before. Materials produced by Pixl are highly effective to to teach and to track progress. Materials available also for all year groups.	Targets for 2018-19	MW	3 years +	£4,348 membership £20,824 TA
Improve vocabulary range and depth	Provide specific intervention for vocabulary development	50% gains in trial run last year in Y3 and Y4 with one proven intervention (Mrs Wordmsith)	Students' writing shows evidence of rich and varied vocabulary. Students are able to better access reading papers	CW	3 year +	£ 500

Improvement in test scores for PP students in all year	Precision teaching for targeted students informed by formative assessment	Short-term interventions led by class TAs have more impact than support by TA in class as indicated by Sutton Trust and EEF.	Gap less than 10% in all subjects in all years Accelerated progress	CW	1 year	£25,000
ii Targeted support						
Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Provide additional literacy support for disadvantaged students to ensure that more secure expected	Precision teaching and Pixl interventions for targeted students informed by formative assessment of students	Precision teaching has been highly successful in the past Pixl boosters have also been highly successful in the past – Progress for Pp students last year - Reading -1.7 and Writing - 0.02	Accelerated progress Gap less than 10% in Reading	ET MW	1 year 3 years +	See above
Increase the number of disadvantaged students reaching greater depth in Reading, writing and maths at KS2	Reading gladiators book club in Year 6 Focused writing group in term 5 Booster for maths from term 4	All these activities have had some success in the past. 14% achieved GD in 2018 in Reading and GPS. 7% achieved GD in Maths and Writing.	% of disadvantaged reaching greater depth in line with national average in all 3 subjects	MW	2 years	No cost

Support for disadvantaged students in Y4 and Y5	Focused targeted small group for writing	Students targeted last year made significant progress – almost in line with NA (0.24) for PP students who gained -0.02 Pixl therapies have been highly successful in Y6 and many more resources are now available for different year groups	Good or better progress noted at data drops	ET MW	3 years	£2,295 £2,295
---	--	--	---	--------------	---------	----------------------

iii Whole school strategies

Issue identified	Action to be taken	What is the evidence and rationale for this choice?	Intended outcome	Staff lead	Expected life span of strategy (months/Years)	Costs (Does this include non PP funding in addition?)
Students eligible for Pupil premium grant participate in all trips and residential activities	Subsidise trips and visits so that as many PP students participate	Need to broaden education and opportunities and to further develop language	Increased richness in language choices evidenced in writing	MW	1 year	£1,750
Maintain high levels of attendance	Rigorous monitoring of attendance Use of SOL to provide tracker, advice and guidance SFLW to liaise with families	Attendance at New Oak has improved year on year and is now above national average for all students – 94.7 for PP in 2017-18	Attendance of disadvantaged students in line with national average	SW	1 year +	£800 SOL £8,279 (SFLW)
PPA teacher to ensure consistency in approach	Same teacher to cover all PPA	This has ensured good behaviour by all students in the past and has ensured that teacher follows all school expectations	Calm purposeful environment in all classrooms All students making good progress	MW	1 year	£29,088
Monitoring and tracking of disadvantaged strategies through rigorous PPMs	Rigorous analysis of data at each data drops followed by a rigorous PPM where actions and priorities are discussed	Ensures that leaders and teachers know individuals needs and targets, barriers and activities	Good or better progress by all students	MW	3 years	£1,600
Provide children with structured activities at lunchtime	PE activities run by sports coach	90% of all students had no negative at all during 2017-18	Number of incidents (red cards) remains low	MW	3 years	No additional cost (Sport volunteer)

	Open up hall for quiet activities Continue to employ SMSAs to supervise dinning hall and lunchtime activities		Children are safely included in school Orderly and calm environment at all times Social and emotional behaviours are developed School provides a calm and safe environment in which children can thrive			and SMSAs already employed)
					TOTAL COST	£96,779

7. Additional detail

In some classes many students eligible for the pupil premium grant also have special educational needs. Their progress is also monitored by the SENCO and specific support which is additional to and different from that received through quality first teaching is also given either to individuals or in groups if appropriate. The provision is summarised on the academy provision map. Where top up money is also received, students have their own provision maps.